



Assessment Details				
Qualification Code/Title				
Assessment Type	Assessment Task 1	Time allowed		
Due Date		Location	SCCM	Term / Year

Unit of Competency

National Code/Title **BSBPEF502 Develop and use emotional intelligence**

Student Details	
Student Name	Student ID
Student Declaration: I declare that the work submitted is my own and has not been copied or plagiarised from any person or source.	
Signature: _____ Date: _____	
Assessor Details	
Assessor's Name	
RESULTS (Please Circle)	<input type="checkbox"/> SATISFACTORY <input type="checkbox"/> NOT SATISFACTORY
Feedback to student:	

*If Student is Not Satisfactory Reassessment Required	<input type="checkbox"/> Yes <input type="checkbox"/> No	Assessor Declaration: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback. Signature: _____ Date: ____/____/____
Comment:		



Instructions to the Candidates

- ❖ This assessment is to be completed according to the instructions given below in this document.
- ❖ Should you not answer the tasks correctly, you will be given feedback on the results and gaps in knowledge. You will be entitled to one (1) resubmit in showing your competence with this unit.
- ❖ If you are not sure about any aspect of this assessment, please ask for clarification from your assessor.
- ❖ Please refer to the College re-submission and re-sit policy for more information.
- ❖ If you have questions and other concerns that may affect your performance in the Assessment, please inform the assessor immediately.
- ❖ Please read the Tasks carefully then complete all Tasks.
- ❖ To be deemed competent for this unit you must achieve a satisfactory result with tasks of this Assessment along with a satisfactory result for another Assessment.
- ❖ This is an Open book assessment which you will do in your own time but complete in the time designated by your assessor. Remember, that it must be your own work and if you use other sources then you must reference these appropriately
- ❖ Submitted document must follow the given criteria. Font must be Times New Roman, Font size need to be 12, line spacing has to be Single line and Footer of submitted document must include Student ID, Student Name and Page Number. Document must be printed double sided.
- ❖ This is Individual Assessments. Once you have completed the assessment, please provide the Hard copy of the Assessments to your Trainer/ Assessor.
- ❖ Plagiarism is copying someone else's work and submitting it as your own. Any Plagiarism will result in a mark of Not Satisfactory. SCCM uses Safe Assign Plagiarism Checker to check the originality of the student assessment. Student must be aware of and understand the SCCM's policy on plagiarism and certify that this assignment is their own work, except where indicated by referencing, and that student have followed the good academic practices noted above.



Introduction

The assessment tasks for *BSBPEF502 Develop and use emotional intelligence* are outlined in the assessment plan below. These tasks have been designed to help you demonstrate the skills and knowledge that you have learnt during your course.

Please ensure that you read the instructions provided with these tasks carefully. You should also follow the advice provided in the *Business Works Student User Guide*. The Student User Guide provides important information for you relating to completing assessment successfully.

Assessment for this unit

BSBPEF502 Develop and use emotional intelligence describes the performance outcomes, skills and knowledge required to develop and use emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the workplace.

For you to be assessed as competent, you must successfully complete two assessment tasks:

- Assessment Task 1: Knowledge questions – You must answer all questions correctly.
- Assessment Task 2: Project – You must work through a range of activities and complete a project portfolio.



Assessment Task 1: Knowledge questions

Information for students

Knowledge questions are designed to help you demonstrate the knowledge which you have acquired during the learning phase of this unit. Ensure that you:

- review the advice to students regarding answering knowledge questions in the *Business Works Student User Guide*
- comply with the due date for assessment which your assessor will provide
- adhere with your RTO's submission guidelines
- answer all questions completely and correctly
- submit work which is original and, where necessary, properly referenced
- submit a completed cover sheet with your work
- avoid sharing your answers with other students.

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Assessment information

Information about how you should complete this assessment can be found in Appendix A of the *Business Works Student User Guide*. Refer to the appendix for information on:

- where this task should be completed
- the maximum time allowed for completing this assessment task
- whether or not this task is open-book.

Note: You must complete and submit an assessment cover sheet with your work. A template is provided in Appendix C of the Student User Guide. However, if your RTO has provided you with an assessment cover sheet, please ensure that you use that.

Questions

Provide answers to all of the questions below:

1. Explain emotional intelligence and the importance of this characteristic at work.

Emotional intelligence refers to the ability to understand and regulate one's own emotions as well as those of others.

In a workplace setting, emotional intelligence plays a crucial role in enhancing communication and creating a safe environment. It can also provide motivation for all employees to achieve their goals.

Outcome	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
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Comment

2. Explain each of the five essential principles of emotional intelligence as defined by Daniel Goleman.

The following are five components of emotional intelligence:

- Self-awareness: This involves understanding and recognizing your own emotions and how they affect others.
- Self-regulation: Self-regulation refers to the ability to control negative emotions and impulses, and to think before acting.
- Motivation: Self-motivation involves being driven to achieve personal goals and striving for high performance. It means finding positivity even on bad days, being motivated to solve problems, and encouraging others to succeed.
- Empathy: Empathy involves being aware of and understanding the feelings, needs, and concerns of others.
- Social skills: Social skills are emotional intelligence skills that enable individuals to appropriately manage their own emotions and those of others in order to connect, interact, and work effectively with others.

Outcome	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
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Comment



3. Explain the key principles of the Emotional Intelligence Theory developed by Caruso and Salovey (2004).

Caruso and Salovey (2004) identified several fundamental principles of emotional intelligence, which include the following:

- Emotion provides valuable information.
- Attempting to ignore our emotions is not effective.
- Trying to conceal our emotions is often unsuccessful.
- Effective decision-making involves considering emotions.
- Emotions tend to follow logical patterns.
- While emotional universals exist, there are also specific emotional experiences.

Outcome	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
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Comment

4. Explain three strategies that can be used to build emotional intelligence.

There are three recommended strategies to enhance emotional intelligence:

- Foster self-awareness: Develop self-awareness by acknowledging your strengths and weaknesses. This allows you to leverage your strengths and improve your weaknesses. Utilize a worksheet to write down your goals, plans, and priorities, and transform them into a practical step-by-step process.
- Practice active listening: Active listening is the act of listening with the intent to understand. To practice active listening, give your undivided attention to the speaker, use appropriate body language and facial expressions, refrain from interrupting, and wait for the speaker to finish before responding. Respond respectfully and provide input when appropriate.
- Embrace feedback: Request feedback to identify and correct any misconceptions you may have about yourself. This enables you to learn and grow.

Outcome	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
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Comment

5. Explain how a manager with high emotional intelligence can assist in achieving business



objectives. Provide an example to illustrate your answer.

Managers who possess high emotional intelligence can establish stronger relationships with their employees, resulting in increased engagement and productivity. Leading with emotional intelligence can empower employees to remain with the company for a longer period of time by creating a positive work experience, leading to referrals and positive online reviews. Building trust and demonstrating care for employees makes them more likely to remain with the company for an extended period. In addition, managers with high emotional intelligence may make better decisions and lead the company to greater financial success.

Outcome

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Satisfactory

☐

Not Satisfactory

Comment

6. Explain the importance of recognising cultural differences in emotional intelligence. Provide two examples example to illustrate your answer.

Diversity provides our society and culture with unique and inspiring perspectives that can introduce new ideas and innovations that are beneficial to a community or even the world.

For instance, Australia is highly diverse, with people and traditions from various countries and cultures being acknowledged and celebrated. As a result, individuals can encounter new situations and meet people from diverse backgrounds. To learn more about Indigenous Australian culture and history, refer to Common Ground's resources. Additionally, conducting personal research, watching foreign films on online platforms like Netflix, attending local food festivals, or exploring online can all provide exposure to different cultures.

Outcome

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Satisfactory

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Not Satisfactory

Comment



7. Explain two ways of communicating effectively with a diverse workforce with varying emotional responses.

There are two methods of communication that should be considered:

- Use clear language: When addressing a socially diverse audience, it is important to use clear, concise, and straightforward language. Avoid using slang, coded language, and casual expressions.
- Be aware of differences in body language: Different cultures have distinct practices when it comes to nonverbal forms of communication. For instance, in many countries, handshakes are not a common form of greeting, and some cultures view direct eye contact as impolite.

Outcome

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Satisfactory

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Not Satisfactory

Comment

8. Explain two ways of using emotional intelligence to build and manage effective workplace relationships.

There are several ways to utilize emotional intelligence to establish and maintain effective workplace relationships. Two strategies that can be implemented are:

- Foster communication in the workplace to cultivate strong relationships.
- Effectively manage conflicts by taking a thoughtful approach before responding or reacting to a situation.

Outcome

☐

Satisfactory

☐

Not Satisfactory

Comment



Assessment Task 1: Checklist

Student's name:			
Did the student provide a sufficient and clear answer that addresses the suggested answer for the following?	Completed successfully?		Comments
	Yes	No	
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			
Question 6			
Question 7			
Question 8			
Task outcome:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not satisfactory		
Assessor signature:			
Assessor name:			
Date:			